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News Summary

Articles on inside pages

Freshman enrollment at private colleges is 3.8 per cent below last year's figure. Story on Page 8.

Distribution of student-aid forms for 1983-84 may be two or more months late because of a legal dispute involving the Department of Education. Story on Page 15.

A federal audit of Harvard University's medical school concluded that $1.7-million had been improperly charged to federal research grants. Story on Page 15.

College admissions have probably never been totally "blind" to students' financial need, said participants in the annual meeting of the College Board. Story on Page 9.

Frank S. M. Hodsoll, chairman of the National Endowment for the Arts, has called on colleges to help strengthen the place of the arts in America. Story on Page 10.

Many Chicanos in higher education are optimistic about their growing representation among faculty members and administrators. Story on Page 12.

The proposed demotion of up to 40 basketball teams from the National Collegiate Athletic Association's top division could destroy three athletic conferences. Story on Page 17.

Members of a tiny union of adjunct faculty members at American University have been learning the ropes of collective bargaining. Story on Page 27.

University officials in Canada are concerned about the national and provincial governments' failure to agree on a plan for financing higher education. Story on Page 21.

ALSO IN THIS ISSUE

Athletics	17-20
Books	23-26
Bulletin Board	34-63
Calendar of Events	32-33
Deadlines	33
Deaths	30
Fact-File	8
Gazette	30
Grants	30-32
International News	21-22
Letters	29
Marginalia	2
News in Brief	2-3
Personal & Professional	27-28
Point of View	64
Washington News	15-16

Psychoanalysis Can Illuminate a Life, 2 Biographers Say

By PAUL DESRUISSEAUX

CHICAGO

It was, Jean Strouse explained, "just a lark."

She was at the Houghton Library at Harvard University, doing research on the James family papers, when she realized the significance of the date. August 7. It was the birthday of Alice James, whose biography she was then in the process of writing. She decided to mark the occasion by visiting the Cambridge cemetery where Miss James and other members of her family—including her brothers Henry, the novelist, and William, the psychologist and philosopher—were buried.

"I didn't feel that I'd gotten sentimentally involved with my subject," Ms. Strouse said. "I just thought it would be a nice thing to do." So she bought some flowers, and she went.

At graveside, however, she suddenly was "quite overwhelmed."

"I found myself thinking, 'Probably nobody has been here to visit Alice in 50 years or more, maybe since the turn of the century.' And, much to my own amazement, I found myself saying, 'Don't worry, Alice, I'll take care of you.' "

"I was amused, and bemused, by that surprise," recalled Ms. Strouse. "And then I realized that Alice had worked her trick on me, too."

The stories biographers tell—usually revealing, sometimes wonderful—are not always about others.

To those who heard Ms. Strouse's story, it was more than a delicious anecdote. They were, after all, attending a conference, presented by the Institute for Psychoanalysis here, titled "Psychoanalysis and Biography," and they were expecting to hear about the relationship between the two. In the process, however, the 200 psychoanalysts, literary scholars, biographers, and readers also heard a good deal about the relationships that develop between biographers and their subjects.

"Psychoanalytic insights can form what reporters call 'deep background,' " says Jean Strouse.

According to Leon Edel, a biographer's ability to understand his own

Continued on Page 24, Column 2

Pentagon Blocked 6 Scientists, Optics Researchers Charge

Papers ordered withdrawn due to 'security problems'

TUCSON, ARIZ.

Researchers who attended a scientific conference here last month say the Pentagon ordered six scientists to withdraw their papers because of "security problems."

The papers were among 600 scheduled to be presented at the annual meeting of the Optical Society of America, and were believed to have had defense implications.

Pentagon spokesmen said last week that they were unable to confirm the reports.

George I. Stegeman, professor of optical sciences at the University of Arizona and a co-chairman of the conference, said that withdrawing the papers had created only "minor" problems at the meeting because so few were involved.

The society was notified by some of the authors a week before the meeting that Pentagon officals had told them their papers could not be presented because of problems in obtaining clearance for them, said Jarus Quinn, executive director of the society.

Research on Blue-Green Lasers

Mr. Quinn said three of the papers that were withdrawn presented results of research supported by the Defense Department on blue-green lasers. He said those lasers could transmit information easily through water, and that scientists believed they could be useful in communications between submarines and satellites.

In August, more than 100 papers were ordered withdrawn at a photo-optical conference in San Diego because they had not been cleared by the Defense Department. Some Pentagon officials said then that they would review department policies to prevent such disruptions in the future.

—KIM McDONALD

Demand Grows for Reforming High Schools

Poor-quality instruction, curricula assailed

By BEVERLY T. WATKINS

NEW YORK

More and more people in higher education are calling for sweeping reforms of America's high schools—including their basic goals, their curricula, and the quality of teaching. Many authorities in secondary education agree that such reforms are essential.

New studies are identifying a growing number of problems in the secondary schools—worsening academic performance by students, poor-quality instruction by teachers, curricula that are short on academics and long on electives, and burdensome federal requirements.

Evidence that the high schools are in great difficulty has been reflected in the downward trend in the Scholastic Aptitude Test scores of college-bound students, halted this fall for the first time in 19 years, and in the large number of remedial English and mathematics courses that colleges must offer.

A 'Universal' Diploma

Education leaders see "great stresses on the high schools today," says Michael O'Keefe, vice-president for program and policy studies at the Carnegie Foundation for the Advancement of Teaching.

Since the early 1960's, he says, "the American high school has been pushed into a large number of new roles and diffuse goals. It is now required to provide a universal high-school diploma. It must offer bilingual education and meet federal requirements to educate the handicapped. These new roles and goals are reflected in the curriculum."

Mr. O'Keefe says a study of American

Continued on Page 8, Column 1

BOSTON UNIVERSITY

The Century on File

It took the curator of Boston University's Twentieth Century Archives, Howard B. Gotlieb (above), 10 years to persuade the actress Bette Davis to donate her papers. See Page 6.

MARGINALIA

"When I read the opening item in your column for October 20," writes Norman P. Ross, "concerning overdue notices at the J. Sargeant Reynolds Community College, it occurred to me that there must be only two basic jokes about overdue notices: the one you related, and the one that happened to me.

"When I was demobilized at the end of World War II and took up residence in New York City, where I had a job waiting for me, I promptly applied for borrowing privileges at the New York Public Library and brought home my first book from the great institution.

"In due course, I received an overdue notice from the Library, which read as follows:

" 'The following book is overdue: THE ART OF RAPID READING.'

"Tardiness and forgetfulness—aren't those human failings the only two sources of humor in overdue notices?"

•

The president of a U. S. university has received the following letter from the Maison Internationale des Intellectuels in West Germany:

"M.I.D.I. was foundet in 1907 in Paris by the poet, professor and director Irénée Mauget. He also was elected as the first Président-Général of the 'M.I.D.I.-Paris 1907' and he remained it until he died in 1975, when he was 91 years of age.

"The 'M.I.D.I.-Paris 1907' is being active all over the globe: Europe, North America, South America, Asia and Africa. Members of the 'M.I.D.I.-Paris 1907' were and still be intelligent Ladies and Gentlemen of above mentioned continents having extra-ordinarily qualified in their jobs and tasks they had and they have to fullfill.

"From the USA we want to point aut some personalities only having been members of the M.I.D.I.: President Theodore Roosevelt; the mother of the President, Mrs. Roosevelt; President Harry Shippe Truman; President John Fitzgerald Kennedy; Albert Einstein; Wernher von Braun; the owner of the Nobel Price Ernest Hemingway; ; the artist Bing Crosby; the author Pearl S. Buck; the composer Igor Fjodorowitsch Strawinsky, etc etc. . . .

" 'M.I.D.I.-Paris 1907 has the possibility to award wellknown personalities with the title 'SENATOR h.c.' and wants in future to grant the 'DOCTOR h.c.' from a well-known US-university, too. . . .

"Should qour university be interested in a thigh cooperation with those worldwide activities of the 'M.I.D.I.-Paris 1907' in one or the other direktion, we would be most pleased to get your prompt suggestions. . . ."

We don't know about a thigh cooperation, but they do sound pretty hip.

—C.G.

In Brief

U.S. Will Seek Court Order to Regain D-Q U. Property

The U.S. Department of Justice will seek a court order to take possession of 643 acres of government property used by American Indians as the site of D-Q University, a spokesman for the department said last week.

Indians led by Dennis Banks, the university's chancellor and one of the founders of the American Indian Movement, refused to vacate the land and held a three-day prayer vigil at the university near Davis, Cal., as the government's deadline for their departure passed last month.

The government claims that the college failed to meet the terms of the transfer of the property to the Indians in 1970.

Pennsylvania College Sues Striking Faculty Union

Montgomery County Community College in Pennsylvania sued its striking faculty union last week, asking a county court to limit the number of faculty members on the picket line and to curtail their activities.

The union, an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.), had increased the number of its pickets, preventing some students from entering the campus, after the college resumed some classes with part-time non-union faculty members.

Negotiations, which reached an impasse early last month, resumed last week with a state mediator.

RIT Suspends 10 Students in Grade-Selling Scheme

The Rochester Institute of Technology has suspended 10 students, some for as long as three academic quarters, following the discovery of a grade-selling scheme there. As many as 58 students have been implicated in the scandal.

The cheating took place over the past four years in two independent-study statistics courses offered by the institute's business college. Both courses have been dropped.

According to institute officials, students in those courses paid teaching assistants—who corrected tests—for better grades. All of those suspended—eight of whom were teaching assistants—will also be required to perform between 100 and 300 hours of community-service work.

An academic-conduct committee in the business college is expected to begin its own review of the matter soon.

FBI Maintained Files on Campus Homosexuals

The Gay and Lesbian Alliance at Stanford University has obtained documents from the Federal Bureau of Investigation showing that the agency kept files on homosexual-student organizations at four San Francisco–area campuses.

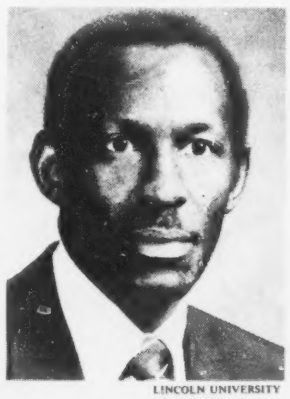
The files, covering the years from 1971 through 1975, include information on groups at Stanford, the University of California at Berkeley, California State University at Hayward, and the College of San Mateo. They were obtained under the Freedom of Information Act.

375 Colleges Plan Teach-Ins Against Nuclear War

Teach-ins on ways to prevent nuclear war will be held November 11 on more than 375 college and university campuses, according to the Union of Concerned Scientists, one of four organizations sponsoring the activities.

The other sponsors are the Lawyers Alliance for Nuclear Arms Control, the Physicians for Social Responsibility, and United Campuses to Prevent Nuclear War.

Curators Fire President at Lincoln U. in Missouri



LINCOLN UNIVERSITY

James Frank, above, has been fired as president of Lincoln University in Missouri by the institution's board of curators, he said last week.

The only reason given for his dismissal was that a "new style of leadership is desirable" at the university, according to Mr. Frank.

He called the abrupt nature of his dismissal a "disservice to the university."

Otis A. Jackson, chairman of the board of curators and assistant provost at the University of Missouri at Columbia, would not say whether Mr. Frank had been dismissed, but he did say the board planned to meet to act on the matter.

Mr. Frank, 52, has been president of Lincoln since 1973. He is also president of the National Collegiate Athletic Association, the only black and the only college president ever to hold that post. His two-year term as president of the N.C.A.A. expires in January.

'Options in Education' Canceled by NPR

"Options in Education," the eight-year-old National Public Radio program that bills itself as the only nationally broadcast series devoted exclusively to education issues, is going off the air at the end of January.

Earlier this year, the weekly program was honored with the thirty-fourth annual George Polk Award for its series "Juvenile Crime, Juvenile Justice."

The program's staff was told of the cancellation a week before the public announcement last week.

An N.P.R. spokesman said budget cuts were responsible for the program's demise. "This cancellation is not something we're happy about," she said, "but we are faced with massive budget cuts in all program areas."

Police Investigate Murder of National U. Dean

Police have so far found no substantial clues in their investigation of the murder of Daniel C. Jordan, dean of the school of education at the National University in San Diego. He was found stabbed to death in a parking lot in Stamford, Conn.

Mr. Jordan, a former Rhodes Scholar, had been in New York to deliver a speech about his educational philosophy at a meeting of the Association for the World University.

A New York City police officer was told that Mr. Jordan, who was a national leader of the Bahai faith, had been murdered by an "Iranian hit squad," but a spokesman for the church's national office discounted that possibility. Bahai followers have been persecuted in Iran for almost a century.

U. of Maryland Professor Named in Kickback Scheme

Al-Tony Gilmore, an associate professor in the Afro-American Studies program at the University of Maryland, was indicted last week on charges of accepting kickbacks totaling more than $24,000 in return for giving three graduate students academic credits that they had not earned or student assistantships for which they had done no work.

The indictment followed an investigation by the Maryland attorney general's office, which acted on information provided by the university in June. Mr. Gilmore, who had been chairman of the Afro-American Studies program, was relieved of that post after the investigation began but continues to teach his courses, a university spokesman said.

MIT Plans Fellowships for Science Journalists

The Massachusetts Institute of Technology has established a program of fellowships for "science and technology journalists" similar to those awarded by the Nieman Foundation for Journalism at Harvard University.

Winners of the fellowships will spend one academic year at M.I.T. The fellowships have been named for Vannevar Bush, Presidential science adviser during World War II and former chairman of the M.I.T. Corporation, who died in 1974.

A spokesman at M.I.T. said the fellowships were being supported with grants of $500,000 from the Andrew W. Mellon Foundation

New York's Appropriations for 1982-83

The following data were submitted too late to be included in the Fact-File reporting annual state appropriations for higher education (*The Chronicle*, October 20). The figures are compiled by M. M. Chambers, professor of educational administration at Illinois State University. The full report, including additional footnotes, will be available after November 15 from the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. The price is $3.50 a copy for nonmembers.

	Appropriations 1982-83 (add 000)	2-year change
NEW YORK		
SUNY center		
Stony Brook	$ 158,492	+39%
Buffalo	128,382	+20%
Albany	63,988	+19%
Binghamton	41,633	+17%
SUNY medical ctrs	161,737	+32%
SUNY colleges		
Buffalo	33,284	+18%
Brockport	29,850	+14%
Oswego	26,589	+13%
Oneonta	21,909	+17%
New Paltz	21,562	+14%
Plattsburgh	19,795	+14%
Cortland	20,716	+21%
Geneseo	19,406	+14%
Potsdam	19,339	+19%
Fredonia	18,274	+21%
Purchase	15,962	+11%
Old Westbury	11,947	+27%
Statutory colleges		
Cornell U	67,777	+16%
Alfred U	4,195	+18%
Specialized colleges		
Environmental Science & Forestry	13,478	+17%
Empire State	9,726	+14%
Technology	8,130	+16%
Maritime	6,664	+16%
Optometry	7,464	+42%
Ag & tech colleges	7,464	+18%
University programs	92,522	n/c
Community colleges	189,046	+ 7%
Private colleges	126,337	+30%
Student aid	315,600	+20%
Other appropriations	576,055	n/c
Less student fees and other income	−294,541	−108%
Total	**$ 2,010,001**	**+22%**

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Private Colleges Report 16,000 Fewer Freshmen

By JACK MAGARRELL
WASHINGTON

Private colleges and universities have 16,000 fewer freshmen this fall than they had a year ago, the National Institute of Independent Colleges and Universities estimated last week. But total enrollment at such institutions has declined by only 0.8 per cent, according to the institute—evidently the first time it has dropped since 1971.

Results of a survey of more than 1,200 of the country's 1,500 private colleges and universities showed an overall decline of 3.8 per cent in enrollment of new first-year students.

Julianne Still Thrift, executive director of the institute, said the decline would mean a loss of about $250-million in tuition revenue for the private institutions over the next four years.

The drop in the number of freshmen is widespread, with 64 per cent of the campuses reporting declines, according to the institute. But it is not distributed evenly: 50 per cent reported a loss of 5 per cent or more; 33 per cent reported a loss of 10 per cent or more.

About 17 per cent of the private colleges and universities reported their freshman classes had increased by 10 per cent or more.

The largest, most pervasive losses of first-year students were at less selective liberal-arts colleges and at comprehensive colleges—institutions that enroll more than 1,500 students and offer liberal arts and at least one professional program.

Two in five of the less selective liberal-arts colleges and a third of the comprehensive colleges reported declines of 10 per cent or more.

Losses in freshman enrollment averaged about 6 per cent in the mid-Atlantic and Midwestern states, compared with average losses of about 2 per cent in other regions, according to the survey.

The decline in total enrollment at private institutions was less than 1 per cent, largely as a result of an increase of nearly 3 per cent in the number of part-time students.

The Education Department's National Center for Education Statistics has reported an increase in total enrollment at private colleges and universities every year since the fall of 1971, when it declined by 0.1 per cent.

The increase last fall was 3.2 per cent; two years ago it was 4.1 per cent.

Ms. Thrift said the increase in enrollment of part-time students and the decrease in full-time enrollment "tend to confirm reports from campuses that some students are reducing their course load so they can afford tuition at the college of their choice."

Commenting on the results of the survey, John D. Phillips, president of the institute and of its companion organization, the National Association of Independent Colleges and Universities, said:

"It is clear that the sluggish economy, combined with federal cuts in student aid and the threat of deeper cuts, is forcing new students to abandon their plans to attend independent colleges.

"Instead, they are postponing their higher education or, more often, opting for less expensive, government-run institutions."

A full report on the enrollment survey will be published next week. Copies will be available at $2.50 each from the National Institute of Independent Colleges and Universities, 1717 Massachusetts Ave. N.W., Washington 20036.

FACT-FILE

Changes in Fall Enrollment at Private Institutions, 1981 to 1982

Changes in headcount enrollment

Type of institution	Undergraduates: Freshmen	Undergraduates: Full time	Undergraduates: Part time	Undergraduates: Total	Other students: Professional	Other students: Graduate	Other students: Unclassified	Total
Universities	− 2.11%	− 0.61%	− 1.03%	− 0.66%	− 0.67%	− 1.26%	−10.32%	− 1.52%
Comprehensive colleges	− 5.78%	− 1.73%	+ 0.69%	− 1.28%	+ 1.56%	− 2.42%	− 4.28%	− 1.55%
Liberal-arts colleges								
Selective	− 2.49%	− 1.62%	+ 5.66%	− 1.10%	− 0.43%	+ 7.97%	− 0.91%	− 0.87%
Less selective	− 5.35%	− 1.88%	+ 5.90%	− 0.51%	+ 1.95%	+ 4.20%	+ 2.01%	− 0.07%
Two-year colleges	− 0.77%	− 1.51%	+ 9.00%	+ 0.90%	—	—	+14.28%	+ 1.38%
Specialized institutions	− 1.32%	+ 0.33%	+ 3.89%	+ 1.04%	+ 1.28%	+ 2.83%	− 2.19%	+ 1.23%
Region								
Midwest	− 5.58%	− 2.56%	+ 4.28%	− 1.30%	+ 0.79%	+ 1.71%	− 4.27%	− 1.07%
Mid-Atlantic	− 6.08%	− 2.49%	+ 3.61%	− 1.56%	− 1.40%	− 1.49%	− 7.71%	− 2.02%
Northeast	− 1.98%	− 0.34%	+ 0.68%	− 0.16%	+ 1.52%	− 1.12%	− 1.64%	− 0.35%
South	− 1.77%	− 0.16%	+ 2.42%	+ 0.19%	− 0.02%	− 0.75%	+ 3.84%	+ 0.21%
West	− 2.05%	− 0.42%	+ 3.55%	+ 0.26%	+ 2.23%	− 1.02%	− 5.69%	− 0.20%
Total	**− 3.81%**	**− 1.35%**	**+ 2.82%**	**− 0.67%**	**+ 0.51%**	**− 0.65%**	**− 3.93%**	**− 0.80%**

Proportion of institutions gaining or losing full-time freshmen

Type of institution	Institutions reporting losses: More than 10 per cent	5 to 10 per cent	Less than 5 per cent	Total	Institutions reporting gains: Less than 5 per cent	5 to 10 per cent	More than 10 per cent	Total
Universities	12.50%	15.00%	30.00%	57.50%	25.00%	15.00%	2.50%	42.50%
Comprehensive colleges	33.71%	24.16%	22.47%	80.34%	10.11%	3.93%	5.62%	19.66%
Liberal-arts colleges								
Selective	29.81%	11.54%	15.38%	56.73%	18.27%	13.46%	11.54%	43.27%
Less selective	41.32%	14.83%	8.52%	64.67%	11.67%	4.10%	19.56%	35.33%
Two-year colleges	26.27%	12.71%	11.86%	50.84%	8.47%	8.47%	32.20%	49.14%
Specialized institutions	36.23%	10.14%	9.42%	55.79%	13.40%	7.97%	21.74%	43.11%
Region								
Midwest	35.18%	18.58%	11.07%	64.83%	10.67%	5.53%	18.97%	35.17%
Mid-Atlantic	36.45%	14.95%	15.89%	67.29%	14.95%	8.86%	8.41%	32.24%
Northeast	34.76%	12.20%	14.02%	60.98%	15.24%	9.76%	14.02%	39.02%
South	31.55%	14.97%	14.97%	61.49%	8.02%	4.28%	25.67%	37.97%
West	32.05%	12.82%	11.54%	56.41%	16.67%	5.13%	21.79%	43.59%
Total	**34.38%**	**15.29%**	**13.62%**	**63.29%**	**12.50%**	**6.81%**	**17.19%**	**36.50%**

SOURCE: NATIONAL INSTITUTE OF INDEPENDENT COLLEGES AND UNIVERSITIES

Demand Grows for Reforming High Schools *Continued from Page 1*

high schools, begun two years ago by the Carnegie Foundation, has shown that "some high schools now offer as many as 600 different subjects." Others may require three or four years of English, but the courses may not have anything in common from school to school. "They can range from work on the yearbook at one school to a course on film that specifies no writing at another," he says.

He says the Carnegie study has also found that "an unwritten compact has developed between students and teachers at some schools. The teachers seem to be saying, 'You keep order and I won't push you.' "

As a result of those and other conditions, Mr. O'Keefe says, "one-quarter of high-school students drop out every year. Only half of those who graduate go to college, and 30 to 40 per cent of those have to take remedial courses."

Theodore R. Sizer, who is directing a five-year study of high schools for two secondary-education associations, has found that teachers are overwhelmed by "issues of overload and underpay—such extreme issues they boggle the mind."

Mr. Sizer says his preliminary findings have shown, for example, that "the typical high-school English teacher has five sections of English, with 30 students in each section. His classes meet five days a week for 55 minutes. He has supervisory duties for five hours each week. He averages four hours of class preparation when he should have half an hour for each class. He supervises a school activity for four hours."

Mr. Sizer says that teacher "earns $27,800, so he has a second job selling insurance to help support his family. With a lot of cutting and fudging, he still works a 50-hour week."

"Those who are not in the schools fail to realize how thin the line is and how heavy the load for teachers," says Mr. Sizer, who was headmaster at Phillips Academy in Andover, Mass., before he undertook the high-school study last year for the National Association of Secondary School Principals and the National Association of Independent Schools.

Infusing General Education

About 300 educators from secondary schools and colleges and people from foundations, associations, and other organizations concerned with education met at a symposium here last week to consider preliminary findings from some of the two dozen national high-school studies and projects currently under way, and to propose possible solutions to the problems of secondary education. The College Board sponsored the symposium, which was called "High School 1985 and Beyond."

An infusion of general education would improve the high-school curriculum, said John Van Doren, one of about 20 educators who developed the recent Paideia Proposal, which advocates a common course of study for all students beginning about age 5 and continuing through high school. "Paideia" is the Greek word for general or nonspecialized learning.

"Most of what goes on in college general-education courses can and should be down at the secondary level," said Mr. Van Doren, who is executive director of *Great Ideas Today*, an annual publication of Encyclopaedia Britannica.

"There are some courses, such as science and mathematics, where students should have progressive study from the simple to the complex," Mr. Van Doren said. "We can no longer get away with teaching arithmetic for eight years—and badly at that.

"There are also courses that are not progressive, such as the humanities. Study of literature and art should go on at any age. If students begin young to analyze literature, they will be in a better position to deal with ideas when they get older."

Secondary education will be improved "when individual teachers meet and make decisions about what works specifically in their place," said O. L. Davis, Jr., a professor of curriculum and instruction at the University of Texas at Austin.

Michael O'Keefe

Mr. Davis, who is directing a study in which teachers and administrators in 17 high schools are examining their curricula, said, "Blue-ribbon committees can tell schools what to do, but individual teachers must hammer out the ideas."

"The high schools cannot be changed overnight," said Adrienne Y. Bailey, the College Board's vice-president for academic affairs. "It will take a long-term effort. Meanwhile, the secondary schools and the colleges must take action together."

She said some of the high-school studies and projects, such as the College Board's decade-long Educational EQuality Project, are already having some effect in reforming secondary education.

Although the "EQuality" project began only two years ago, Ms. Bailey said, colleges are beginning to use its statements on "basic academic competencies and study areas" to define the skills and knowledge students should have by the time they graduate from high school.

The project has identified six basic skills that high-school students should learn: reading, writing, speaking and listening, mathematics, reasoning, and studying. It has also identified six areas in which students should develop some proficiency: English, a second language, history and social studies, mathematics, science, and the visual and performing arts. The standards, which have been explained in statements circulated among educators, represent a consensus of more than 1,000 school and college teachers.

Ms. Bailey said some education organizations, such as the American Federation of Teachers (A.F.L.-C.I.O.) and the State Higher Education Executive Officers Association, have formally endorsed all or part of the statements on standards.